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ABSTRACT

The final report summarizes activities, accomplishments, and staff and third-party evaluations of project CORE (Cooperative Operations for Restructuring Education), a program to provide educational services to incarcerated youth. Chapters 1-3 review the history of the project and describe accomplishments of specific programs, including the provision of inservice workshops for parents and professionals involved with 16-22 year-olds and the training of 10 graduate teachers to become generic teachers serving students in secondary programs. Chapters 4-6 contain responses from exit interviews with the project staff and interns. Project impact, recommendations, and anecdotes and success stories are summarized. (CL)

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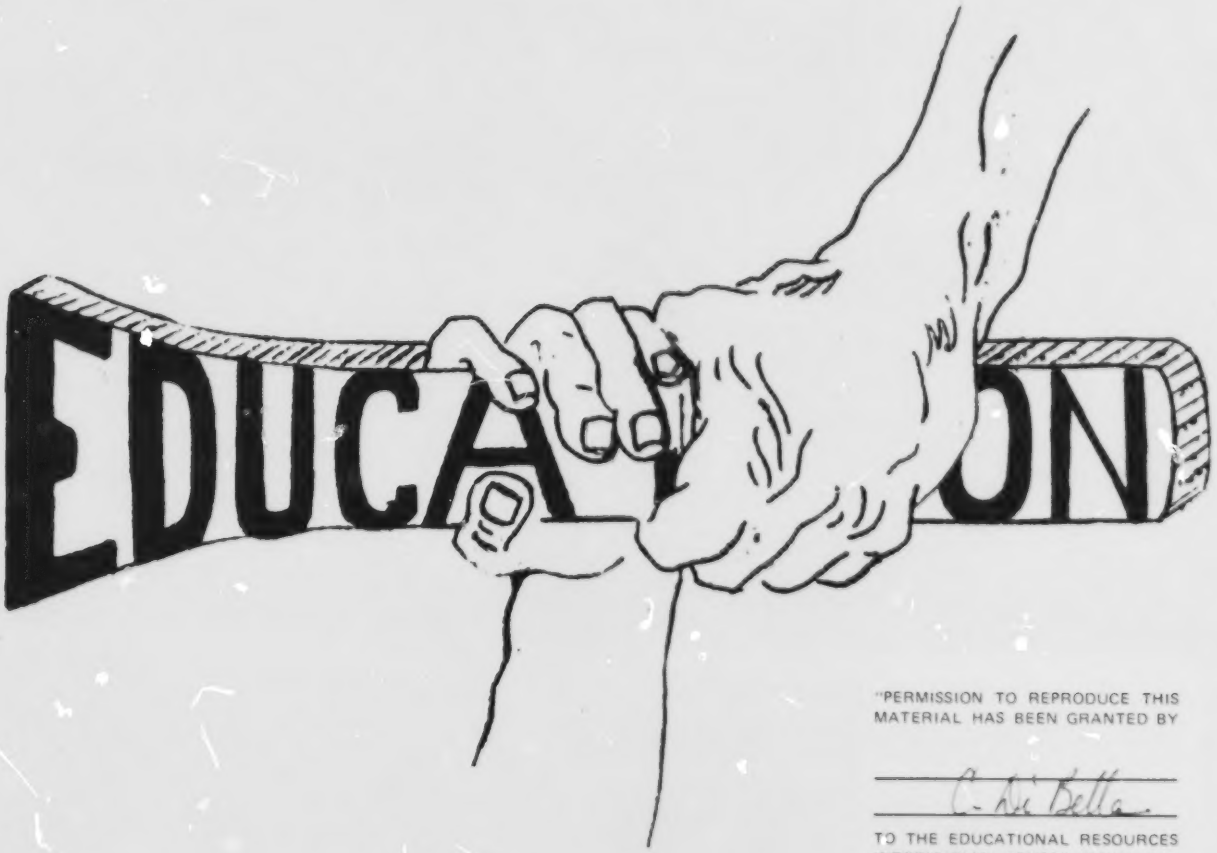

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FINAL REPORT SEPT. 1977

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PROJECT CORE

FINAL REPORT

by

Dr. John M. Williams

edited by

Amy Hoffman
Lois West
CORE Staff

cover illustration by

Larry Oliver, Inmate
Middlesex County House of Correction

September, 1977

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DEDICATION

This report is dedicated to Robert H. Audette. His commitment to serving incarcerated youth was the primary force that brought Project CORE into existence. His continued concern and support has nurtured the commitment of the Division of Special Education to serve detained and incarcerated youth throughout the state. We thank him for his leadership and vision.

INTRODUCTION

Final reports are usually read by few people and generally gather dust in a corner somewhere. The format of this final report is unusual in order to encourage more people to read it. The report consists of a history and summary of the goals and objectives of the Project as well as a discussion based on the perceptions and feelings of the staff and interns. A third party evaluator has reported to us with an outside perception of ourselves. However, it is also important to share how we saw ourselves.

Chapters 1-3 review the history of the Project and summarize the accomplishments of each specific program. Chapters 4-6 are written entirely from exit interviews conducted by the Project Director with all the staff and interns. The interviewees included fifteen (15) CORE staff members working in the Boston area and western Massachusetts, eight (8) generic teacher interns at the University of Massachusetts in Amherst, and one (1) doctoral student intern at Boston University. Most of the interviews were face-to-face and lasted approximately one hour. Three of the interviews were conducted over the phone. The questions asked were as follows:

1. What are your overall impressions of the Project?
2. Would you share some successful experiences (with individuals, groups, institutions, etc) you have had with the Project?
3. What do you see as the short term impact of the Project?
4. What do you see as the long term impact of the Project?
5. What changes would you recommend for a project such as this one?
6. Is there any unfinished business for you that you'd like to discuss?

Chapters 4-6 have been written from responses to interview questions about the Project's success, impact and recommendations. The names of clients have been changed, and the names of specific communities or agencies have been deleted from the vignette/success story chapter.

The first interview question is not represented in a chapter. There was such a wide range of responses to this question that it would be difficult to list them all. Two overall feelings were expressed by most of the staff. The first was the need for a better organizational structure and clearer lines of authority. The second was that most of the staff and interns felt that they had gained personal awareness and grown as individuals. People felt very good about what they had achieved this year despite the problems they had. Many identified the lack of a strong insitutional base or regional support as a key problem.

This report will offer you something to think about and act on if possible. The staff gained new insights and awareness about the diversity of services provided by the Project through the interviews. The staff believed youth and systems served through this Project received competent and caring service.

CHAPTER 1

SUMMARY OF PROJECT CORE HISTORY AND OBJECTIVES

Project CORE (Cooperative Operations for Restructuring Education) was initiated July 1, 1975. The primary focus of the first year's grant was to develop a model program to provide educational services to incarcerated youth through educational release. Projct CORE personnel tried to link individual inmates with the local school system or local educational agency (LEA) of their last residence. Initially, the Project focused its activities on two county houses of correction (CHC's), Hampshire County House of Correction in Northampton and Hampden County House of Correction in Springfield.

The Project was staffed by only one full-time person and six part-time people, who accomplised a large amount of work. The Project was staffed by a full-time director, John M. Williams; a half-time staff member in the CHC's, Norman Christianson; a three-quarter-time staff member in the LEA's, Janis Wertz; a part-time documentor and evaluator, Leah Hutten; and a half-time secretary, Viviane Wailgum. An amendment to the grant provided two other part-time positions to design a system to work with parents, Wendy Kohler, and to write a self-study guide for court-adjudicated youth, Lochie Christopher.

As the planning of the Project proceeded, it became apparent that local school systems were not prepared to educate court-adjudicated youth (youth who have been charged with a crime and have had a court appearance). There were few, if any, educational program options available, and school personnel showed little interest or imagination in creating educational options. Court-adjudicated youth need options like vocational training. Yet, schooling had little immediate relationship to inmates' need for money. Many inmates had gotten into trouble because of their perceived financial needs. For most youth sentenced to a CHC, the most critical and pressing need was for economic independence. The classification system in correctional facilities is highly arbitrary and subjective. Members of the classification board generally consist of a parole officer, social worker, administrator, guard, etc. The correctional system does not allow inmates the opportunity to be involved in their plans for educational release. Few of the services provided to inmates in correctional facilities enhance an inmate's successful re-entry into the community.

Although the two CHC's had agreed to support the Project, they actually wanted the Project to develop educational programs within the institutions. The intent of the Project was to insure the successful re-entry of the inmate into the community and public education. Since CHC's are charged with the care and custody of each resident, there was only minimal support for a new concept in which they saw a risk of releasing inmates on a daily basis for educational services in

the community rather than within the institution.

All of these factors created problems early in the Project, causing people from LEA's and CHC's to question the Project's approach. Each expected the Project to provide more direct services.

The Project conducted a needs assessment on forty-two inmates housed in Northampton and Springfifeld. The results indicated the following:

1. The inmates were reluctant to return to their original schools.
2. Many inmates wanted a work-study program which would include work training and educational courses.
3. Most inmates needed to receive financial support from any community-based program that they entered.
4. Although most of the inmates indicated a positive experience in one or more of their prior academic courses, they felt that their school experience in general was not good.
5. A small percentage had interest in returning to a regular high school.

The Project objectives were expanded to overcome the inadequacies of existing school options by developing new programs to be funded the following year. The Project could not meet the defined needs of inmates without the support of LEA's and CHC's.

Based on these identified needs, the Project began to develop a training program for generic secondary special educators. The Director designed a training program and tested

the model in an urban high school. The generic secondary model was developed for training a specialist to provide consultation services to secondary personnel, clinical services to students, and consultation in organization design and development to people controlling the school environment as a whole.

The Regional Intervention Center (RIC) Program was designed to intervene with referred troubled youth at critical junctures. These critical junctures were as follows: before a court appearance, prior to sentencing, before a school suspension, after incarceration, and during re-entry into the community. It also provided support to the family in each situation. Equally important at these critical junctures was that parents of special needs youth were not informed about Chapter 766 nor about how to be effective advocates for their children.

The first year's activity also included writing a self-study guide, Wavelengths, for incarcerated youth to fill the void of lacking appropriate educational materials for inmates. The guide provides direction for youth to think about critical factors in their lives such as feelings about themselves and relationships with other people.

The criminal justice system and public schools were not communicating with each other. Therefore, the Project planned The 1976 Conference on Education and Criminal Justice. The Conference was held in late spring and included many youth as presenters and panelists. The purpose was to bring together youth and other people in the criminal justice

system and educators, groups which often have no chance to communicate with each other.

Beginning in the second year, Project CORE became a statewide effort. The Project consisted of six components: Core Administration, Middlesex County House of Correction, Wavelenghts, Suffolk County House of Correction, RIC and the Generic Teacher Program. A seventh component came under the auspices of the Worcester Public School System. The objectives of each component project are as follows:

CORE Administration

1. To hire personnel
2. To oversee the use of Project budgets
3. To plan and be responsible for all Project activities
4. To maintain the good faith and motivation of staff.
5. To provide leadership in serving special needs youth

Middlesex County House of Correction in Billerica

1. To assist in the educational placement of released inmates
2. To assist in the design of an educational plan and support system for released inmates
3. To monitor the placement and service delivery design for released inmates
4. To counsel released inmates on appropriate re-entry behavior and attitudes
5. To assist in the development of educational alternatives within MCHC
6. To act as a liaison between the MCHC and educational agencies

Wavelengths: Self-Study Guide

1. To conduct on-site, in-service workshops for parents, teachers, counselors, administrators, correctional officers, probation officers, judges, social workers, and others who provide services to 16-22 year old, school age youth
2. To train human service agents to modify existing curriculum materials
3. To train human service agents to appropriately use the educational guide

Suffolk County House of Correction at Deer Island

1. To assist in the educational placement of released inmates
2. To assist in the design of an educational plan and support system for released inmates
3. To monitor the placement and service delivery design for released inmates
4. To counsel released inmates on appropriate re-entry behavior and attitudes
5. To assist in the development of educational alternatives within the SCHC
6. To act as a liaison between the SCHC and educational agencies in the area

Generic Teacher Project

1. To prepare ten graduate teachers to become generic teachers serving students in secondary educational programs
    a. To complete competencies required for a Master's Degree in Special Education and for state certi-

fication as a Generic Teacher Specialist

b. To complete a 280 hour internship during the first semester conducted in a public secondary school setting serving youth assigned to program prototypes 502.1, 502.2, or 502.3

c. To function both as consultant teachers and resource/ancillary staff for other school personnel

d. To spend two weeks in a residential facility ("total institution," e.g. Belchertown, Northampton State Hospital) and two weeks in a community-based service setting (Holyoke Street School, Hampshire County Group Home)

2. To provide local secondary school systems with specific special education services and resources generated from and by the generic teacher interns and faculty

a. To teach a course in the public schools where regular and special educators can become familiar with the implementation of P.L. 94-142 and Massachusetts state law Chapter 766

b. To provide individual teachers with classroom materials and reading in an independent study program

c. To conduct school-wide workshops for faculty, administrators, and support staff on the practical application of the intent of recent special education legislation

Regional Intervention Center Project

1. To work directly with educational personnel at CHC's in the indentification and the re-entry of youth into secondary school settings or comparable educational settings after appropriate core evaluations (full or intermediate)

2. To work with the courts, Department of Youth Services (DYS) personnel and their facilities in writing educational prescriptions, placing youth in secondary school settings, and developing support systems for specific youth as needed

3. To work directly with school systems in designing specific materials, methods, alternatives, and support systems that would help youth stay in school

4. To provide technical assistance to core evaluation teams who are working specifically with youth referred to RIC

5. To inform parents about Chapter 766 (through workshops, etc) and to develop support networks for parents of special needs youth

6. To assist the above agencies in identifying and utilizing existing community resources, agencies, etc. to facilitate educational objectives for special needs youth

The objectives of this Project will be continued in FY 78 by the statewide grants for the unserved population and the Comprehensive Secondary School Project (CSSP). The

programs for Department of Youth Services (DYS), the Department of Corrections (DOC) and CHC's were developed by this Project. The program for the unserved will include an educational liaison for every CHC in the state and two educational liaisons to be assigned to the Department of Corrections. Educational specialists will be assigned to each DYS regional office and to DYS treatment facilities. The CSSP will develop two model programs in the state and provide training and technical assistance to secondary schools throughout the state. Two consultants will be hired for each educational region to provide service to secondary schools.

CHAPTER 2

SUMMARY OF THE YEAR'S ACTIVITIES

Middlesex County House of Correction in Billerica

The coordinator of the Billerica Project at the Middlesex County House of Correction, which began on November 1, 1976, was Paulette Cherniack. Ms. Cherniack gave input to the intake team at MCHC which makes critical decision directly affecting inmates, such as length of stay at MCHC before parole and eligibility for special programs. After several in-service sessions on Chapter 766 with the counselors at the facility, she received inmate referrals from the counselors. There was a great degree of inmate involvement in the core evaluation process. This involvement included information on the core evaluation process, purpose of each assessment, meetings with members of the core team, and visits to the schools. As a result, the youth developed more trust in the school personnel. Also, many of the special education departments which were staffed with competent, caring professionals began to learn as much as they could about incarceration.

Since Billerica had a Law Enforcement Administration Agency (LEAA) grant which provided a variety of human services to inmates, the educational liaison coordinator was able to

develop a viable program. She not only gained the support of Sheriff John Buckley, but of many of the correctional officers as well.

Ms. Cherniack has been instrumental in serving over forty youth. Inmates have received core evaluations from several high schools in the Northeast Educational Region. The school systems included Malden, Wilmington, Lexington, Worcester, Cambridge and Boston. Ms. Cherniack was instrumental in enrolling several inmates in math and English in the evening program at Billerica High School. Several inmates elected to enroll in a Graduate Equivalency Diploma (GED) education program after much discussion on whether to participate in a core evaluation or to return to the public school sytem.

The lack of adequate transportation for inmates leaving the facility on educational release affected the number of inmates that could be served at any one time. Also, in late spring, the MCHC received word that LEAA would not renew its funding. Ms. Cherniack had developed a close working relationship with the human service staff funded by the LEAA grant. As a result, she was not able to serve as many inmates in the fourth quarter as in prior quarters.

During the summer, Ms. Cherniack followed up on a number of inmate placements that she had coordinated. She identified several inmates eligible for possible placement in the fall. Two of her major activities were the development of in-service workshops for public school personnel and a handbook for

school systems and the correctional facility. She has also been involved in the development of educational options for inmates, particularly in the area of vocational training.

Ms. Cherniack was involved in the Framingham Conference on Court-Adjudicated Youth and in the development of an RFP for DYS secure and treatment facilities. Also, Ms. Cherniack worked on the county house of correction RFP.

This project has been extended through September 30, 1977.

Middlesex County House of Correction at Billerica Project

Educational Liaison: Paulette Cherniack

Major Activities:

Planning for unserved populations with Dr. Williams and Mr. Bader

Training in counselling skills at Boston Family Institute, 30 hours

Participated and initiated seven core evaluations for incarcerated youth

Helped place 20 youth from Middlesex County House of Correction in schools and other learning centers

Made contacts with Billerica High School, Cambridge Court Clinic and four adult learning centers for placement of incarcerated youth

Involved several youth in Project CORE's conferences and presentations

Created network of special education personnel in Middlesex County and regional office of education

Introduced and interfaced Chapter 766 with other MCHC departments

Request for Proposal for CHC's with Dr. Williams and Mr. Bader

Planning for vocational training programs for incarcerated youth through Chapter 766

Planning for fall workshops at prison for school personnel and community resources

Planning for teacher-training program to help implement Chapter 766 in high schools

Conferences and Workshops:

Brandeis conference on youth and Chapter 766

Brainstorming conference on court-adjudicated youth

Conference in Kansas City, MO on the county jail crisis

[illegible] Workshop, University of Massachusetts, Amherst

Seminar lead by Dr. Fritz Redl

Boston University Conference on Humanistic Education, Dr. Paul Nash

Documents

Brochure explaining the Middlesex Project

RFP for County Houses of Correction

Guide for secondary school teachers for developing better interpersonal relationships with their students

Persons Served

Inmates placed in school	20
Inmates interviewed	50
Special education administrators, teachers	40
CHC personnel	40
Collaborative Director	1
Regional Education staff	10
State Special Education Planners	12
Other criminal justice personnel	10

SUFFOLK COUNTY HOUSE OF CORRECTION
AT DEER ISLAND PROJECT

The Deer Island Project was initiated November 1, 1976. Mr. Andy Bader served as the educational liaison coordinator through June 30, 1977. The county house of correction at Deer Island was not prepared to provide the kind of support needed to encourage educational release for inmates. Although considerable effort was made to inform the Boston Public School administration and other personnel about the Project, it became apparent that few viable alternatives existed for inmates returning to public education. The few alternatives to public education that might be available were so hopelessly oversubscribed that there was little opportunity for an inmate to be enrolled. As a result, there were only twelve inmates served by the Project.

The educational liaison made significant contributions to the Project and the Division of Special Education by developing two significant documents. Mr. Bader developed a position paper regarding inmates in CHC's and state prisons in response to proposed regulations changes for Chapter 766. He also participated in developing the request for proposals (RFP) for educational services in the CHC's and state prison system.

During the fourth quarter, Mr. Bader arranged an important site visit at Deer Island for Dr. Theodore Riggen, Associate Superintendent for Special Services, Boston Public Schools, and Dr. David Riley, Director, Boston Project. They met with William Nickerson, Commissioner, Boston Penal System, and Paul Dunn, Director of Development, Boston Penal Department. Mr. Bader wrote an important final report prior to his resignation effective June 30, 1977, which made numerous recommendations to the Boston Public Schools and the Boston Penal Department.

The CORE Director began immediately to implement many of the recommendations made in the final report. Katy Perry, former generic teacher intern, was hired as a consultant to work on the Deer Island Project with the Boston Public Schools. She has worked with personnel in the Boston Public Schools to determine how to develop effective programs for inmates from Deer Island. She has made several visits to high schools and has worked with the Division of Special Education in the central office.

This Project has been extended to September 30, 1977.

The Deer Island Project

Personnel:

Andrew M. Bauer, Project Coordinator

Major Activities:

Participated in orientation to the Suffolk County House of Correction at Deer Island

Gave a presentation on Chapter 766 to case workers and other staff at the Deer Island prison

Introduced the Project at a meeting of the Community Superintendents on the Boston Public Schools

Conducted follow-up interviews with 766 coordinators and CET chairpersons in many of the Boston public school districts

Surveyed the target population of Deer Island prisoners 17-22 years old without high school diplomas, to recruit candidates for educational re-entry upon release

Arranged meetings with school personnel on behalf of particular prisoners who were or would be Chapter 766 referrals

Arranged for a diagnostic-prescriptive teacher to visit Deer Island and evaluate a prisoner with multiple disabilities

Drafted a memo for the Associate Commissioner concerning proposed regulation changes in Chapter 766 which would affect young people in county and state prisons

Maintained contact with Adult Learning Centers and referred or placed directly several prisoners from Deer Island who wished to get their GED

Briefed the new Associate Superintendent of the Boston Public Schools (responsible for Special Services) on the Deer Island program. Later, conducted a visit with Dr. Riggen and others to the prison and followed this visit with an extensive presentation on the issues in regard to serving prisoners at Deer Island

Helped to draft the RFP for serving young people in county and state prisons during Fiscal Year 1978

Participated in the writing of the RFP for DYS youth for Fiscal Year 1978

Attended the First National Conference on the County Jail Crisis (Kansas City, May, 1977)

Attended a one day workshop on research issues in special education sponsored by the Division at Brandeis Unviersity

Attended a day long meeting of parent groups who met to discuss Chapter 766 and give presentations for Boston parents (University of Massachusetts, Boston, December, 1976)

Reports:

Memo on Chapter 766 regulation changes to Associate Commissioner Robert Audette (January, 1977)

Request for Proposals, State/County Prison unserved populations (March, 1977)

Final Report, Deer Island Project (June, 1977)

Persons Served:

Directly: 12

Indirectly: Deer Island prison has a population of 60-70 young men who are between 17-22 and lacking high school diplomas

CORE ADMINISTRATIVE PROJECT

This component of Project CORE was responsible for overseeing the five components of the Project. It was directed by John M. Williams. He was assisted in Boston by Lois West, administrative assistant; Amy Hoffman, editor/secretary; and Diane Jacobs, doctoral intern. Paul Cohen, assistant director, and Melanie Goldstein, administrative assistant, worked in Northampton and were paid under this grant as well. This is a summary of the work done in the Boston office. The work of Mr. Cohen and Ms. Goldstein is reflected in the RIC and GTP project summaries.

Ms. Jacobs worked with the Director to implement the educational program at the Judge John J. Connelly Youth Center in Roslindale. The Director was selected by the court consent decree committee to design and implement the educational program at Roslindale. This program also subcontracted EdCo., Inc. to core evalute twenty-one detainees at Roslindale. Ms. Jacobs did follow-up work to insure appropriate placement.

Dr. Williams served a dual role. He was administrator of all the Project CORE components and consultant to the Division of Special Education. As a consultant, he was responsible for serving on two inter-agency task forces and helping make plans to serve 766 youth committed to DYS,

CHC's, and the Department of Corrections. This consultancy also allowed the director to provide additional support, resources and opportunities for CORE staff to be more effective in their positions.

Ms. West represented the Project on committees working on services for young women committed to DYS and a task force on high school competencies. She had additional responsibilities keeping Project accounts and working on Project reports. Ms. Hoffman edited a number of documents for the Project and handled correspondence as well.

The Project collaborated with the Boston Project in developing a mechanism for better planning and collaboration between the Boston Public Schools and DYS Region 6. The director also met with DYS Region 6 and the Boston Public Schools to write a handbook on core evaluations for DYS youth and plan a conference for DYS Region 6 service providers.

During the fourth quarter, the Project selected a third party evaluator, wrote the final report, and worked closely with the students who wrote the handbook on 766 for students.

Dr. Williams and George Napolitano, lawyer and former special education bureau director, finalized planning and hosted the Brainstorming Session on Court-Adjudicated Youth in Framingham on June 25, 1977. Seventeen high-level educators, corrections and criminal justice personnel met to brainstorm about issues related to court-adjudicated youth. A specially designed questionnaire which lists future events and goals for agencies serving these young people will

be sent out to experts across the state. This will help determine the needs and priorities of these agencies. A September follow-up conference is scheduled.

The Project sponsored six high school students and an adult acoordinator to write a handbook on Chapter 766 for high school students. The handbook will be available in September.

Three documents were completed in the fourth quarter. a Guidelines and Procedures Handbook for DYS Core Evaluations was printed. Ms. Hoffman was assisted by Ms. West in editing the Proceedings of the 1976 Conference on Criminal Justice and Education, which will be available in September. The Director was assisted by Mr. Bader, Ms. Perry, and Ms. Cherniack in developing the RFP for DYS secure and treatment facilities.

This component has been extended to September 30, 1977. The activities to be completed during September are the final editing and printing of the final report and the follow-up Framingham Conference. Also, teachers from several educational collaboratives will attend a one-day workshop on Wavelengths, the self-study guide, set up by this component.

Core Administrative Project

Personnel:

Amy Hoffman	Secretary/Editor
Diane Jacobs	Doctoral Student Intern
Lois West	Administrative Assistant
John M. Williams	Director

Major Activities:

Judge John J. Connelly Youth Center in Roslindale, Ms. Jacobs and Dr. Williams

Core Evaluations at Roslindale and on Cape Cod, Ms. Jacobs, Dr. Williams, EdCo, Inc.

Statewide Task Force on DYS Secure Facilities, Dr. Williams

Task Force on Emotionally Disturbed Youth, Dr. Williams

Planning for Unserved Populations, Mr. Bader, Ms. Cherniack, Dr. Williams

Proposed 766 Regulations Changes for Incarcerated Youth, Mr. Bader and Dr. Williams

Statewide Policy Committee on High School Competencies/ Graduation Requirements, Ms. West

Task Force on DYS Girls Most in Need of Services, Ms. West

DYS Region 6 and Boston Public Schools, Dr. Williams

Youth and 766 Conference, Ms. West and Dr. Williams

Questionnaire for County Houses of Correction, Dr. Williams

Division of Special Education and DYS Planning Group for DYS Young Women Most in Need of Services, Ms. West

Boston Public Schools, Dr. Williams

Generic Teacher Program Course, Dr. Williams

Worcester CORE Project, Dr. Williams

Third Party Evaluator Criteria, Dr. Williams

Reorganization of Project CORE, Dr. Williams

Statewide Conference on Secondary School Special Education, Dr. Williams

Task Force on 766 Regulations, Mr. Bader and Dr. Williams

Brainstorming Session on Court-Adjudicated Youth in Framingham, Ms. Hoffman, Mr. Jefferson, Ms. Noymer, Ms. West, Mr. Cohen, Dr. Williams

Regional Adolescent Program, Dr. Williams

Whittier Regional Vocational Technical High School, Dr. Williams

Request for Proposals for Unserved Populations, Dr. Williams

Request for Proposals for CHC's, Mr. Bader, Ms. Cherniack, Dr. Williams

Request for Proposals for DYS Youth in Secure and Treatment Facilities, Dr. Williams

Conferences/Workshops Sponsored:

Brainstorming Session on Court Adjudicated Youth in Framingham, Ms. Hoffman, Mr. Jefferson, Ms. Noymer, Ms. West, and Dr. Williams

Two-Day Retreat for Roslindale Teaching Staff, Dr. Williams

Training Session for Students and 766 Conference, Ms. West and Dr. Williams

Students and 766 Conference, Dr. Williams

DYS Region 6 and Boston Public School Conference, Dr. Williams

Two All-Day Conferences for Generic Teacher Interns, Dr. Williams

Students and 766 Handbook Publishing Workshop, Ms. Hoffman and Ms. West

Persons Served:

	Directly	Indirectly
Students	35	150
Detainees/Prisoners	41 (cores)	350
School Administrators	30	10
Teachers	20	40

Sepcial Education Directors	13	5
DYS Personnel	45	20
CHC Personnel	15	28
Department of Correction Personnel	7	--
Other Criminal Justice Personnel	34	16
Collaborative Directors	4	2

Documents:

Project CORE Administrative Report for First, Second, and Third Quarters, Ms. West and Dr. Williams

Planning Process: Guidelines and Procedures for DYS Core Evaluations, Dr. Williams

Proceedings of the 1976 Conference on Education and Criminal Justice, Ms. Hoffman and Ms. West

Final Report, Ms. Hoffman, Ms. West, and Dr. Williams

RFP for CHC's and Department of Corrections, Mr. Bader, Ms. Cherniack, and Dr. Williams

RFP for DYS Secure and Treatment Facilities, Mr. Bader, Ms. Cherniack, Ms. Perry and Dr. Williams

Proceedings of the Brainstorming Session of Court-Adjudicated Youth, Ms. Hoffman and Ms. WEst

Students and 766 Handbook, Ms. Hoffman, Ms. West and Dr. Williams

Proposed 766 Regulation Changes for Incarcerated Youth, Mr. Bader and Dr. Williams

WAVELENGTHS, SELF-STUDY GUIDE PROJECT

During the first year of Project CORE, Lochie Christopher wrote a self-study guide for court-adjudicated youth between 16 and 22 years old. It encourages them to develop a better understanding of themselves, their relationships to others, and to society at large. Wavelengths may be used by youths who are incarcerated, youths who are in secondary schools or other educational institutions, and youths who are "drop-outs."

The printing of the guide was completed in late January. Dr. Christopher offered several workshops throughout the state during the third quarter. The workshops were primarily conducted in correctional facilities or agencies working directly with court-adjudicated youth.

The workshops were closely monitored by a questionnaire to provide feedback. The results indicate that the guide fills a definite void in curriculum material in self-awareness. It was determined that Wavelengths offers service providers and youth an alternative for dealing with personal issues.

The information gathered from the questionnaires will be very useful in determining effective methods for developing further curriculum materials for special needs students. It also provides useful information on how to design and implement appropriate workshops for adult service providers.

Dr. Christopher conducted follow-up activities with several facilities at which she conducted workshops during the fourth quarter. She also conducted several sessions with thirty inmates at the Franklin County House of Correction. She was assisted in this by staff members of the University Without Walls, University of Massachusetts, and members of Project Re-Entry, a project consisting of ex-inmates.

Since public schools were out of session for most of the fourth quarter, there was little activity in them. Dr. Christopher held a workshop in Hyannis for several teachers and staff of the Cape Cod Collaborative in late July.

Dr. Christopher was terminated in early August so money budgeted for her salary could be used to pay her as a consultant to provide workshops for at least four educational collaboratives in September. This will insure exposure of Wavelengths to many LEA's across the state.

This project ends September 30, 1977.

Wavelengths, Self-Study Guide

Personnel:

Dr. Lochie B. Christopher

Major Activities:

One Day Workshops

Center for Interdisciplinary Studies, Prison Studies Program, Amherst

Regional Intervention Center, Northampton

Judge John J. Connelly Youth Center, Department of Youth Services, Roslindale

Northeastern Family Institute Sheltercare, Middleton

Worcester Secure Treatment Program, Department of Youth Services, Worcester

Hampden County Jail and House of Correction, Pre-Employment Training Program, Springfield

Project CORE Personnel, Chicopee

Two Day Workshops

Middlesex County House of Correction, Billerica

Wellesley Public School System, Wellesley

Special Projects, Special Education Directors, Boston

Cape Cod Technical High School, Harwich

Greenfield Alternative High School, Greenfield

University Without Walls, Amherst

Cape Cod Collaborative, Hyannis

Berkshire Educational Collaborative, Pittsfield

Merrimack Educational Collaborative, Chelmsford

EdCo Collaborative, Brookline

Centerpoint, Regional Adolescent Center, Danvers

Worcester Public Schools, Worcester

Pittsfield Regional Office, Lenox

Three Day Workshops

Sheltercare, Milton

10 Workshops, Franklin County House of Correction, Greenfield

Persons Served:

	Directly	Indirectly
Detainees/Inmates	300	275
Students	150	700
Human Service Personnel	116	29
Teachers	95	140
School Administrators	23	16
Special Education Personnel	115	35
CHC Personnel	42	20
DYS Personnel	65	32

Documents:

1st, 2nd, 3rd Quarterly Reports

Wavelengths, a Self-Study Guide for Incarcerated Youth, Dissertation

GENERIC TEACHER PROGRAM

The Generic Teacher Program (GTP) was co-directed by Madeline Bragar and Salvatore Tagliareni. Ten candidates were selected for the training program and received a stipend for the one-year, full-time program. The interns were Jim Laverty, Bill Lefferts, Jeanne Martinez, Caryn Neuwirth, Kathleen Perry, Susan Leibowitz, Carol Lohmeyer, Stephen Maxner, David O'Connor, and Leroy Woods. The students were affiliated with the University of Massachusetts at Amherst and were also taught by R.D. Jackson and Roger Frant, faculty members at the University. Also, Leah Hutten, CORE staff member, Linda Foley, consultant and John Williams taught courses in the Program.

The training sites for the ten interns during the first semester were Easthampton High School and Greenfield High School. The interns spent two and a half days a week in these training sites supervised by the co-directors, who worked there the entire time. Approximately 800 students and 230 school personnel were directly or indirectly served by the Program in the first semester.

During the second semester, nine interns selected sites at Turners Fall Vocational Technical School, Holyoke High School, Holyoke Trade School, Greenfield High School, East-

hampton High School, West Springfield Alternative High School, Hampden County House of Correction and (2) DYS Regional Office in Springfield. The interns worked nearly fully time with a minimum of four days a week in addition to their course work and other requirements. During the second semester, approximately 1,500 students and 1,900 school personnel were directly or indirectly served by the Program. The co-directors provided technical assistance to several school systems and conducted a number of workshops statewide on the generic teacher concept.

Additionally, the co-directors promoted the development of the generic teacher concept by getting schools to recognize the need at secondary level regarding special needs service. They also provided an in-depth orientation to regular classroom teachers on 94-142 (the federal law on special education) and Chapter 766.

During the fourth quarter all the generic interns sucessfully completed their training program in late May. Several of the interns worked on finishing their research papers during June. Many have provided technical assistance to various programs throughout the state.

The co-directors, Dr. Bragar and Dr. Tagliareni, were involved in developing the Comprehensive Secondary School Project (CSSP). They will assume positions as clinical directors of this project on September 1, 1977. They collaborated with Hal Gibber of the Division of Special Education and Eugene Thayer of the Federal Planning Project.

Nancy Wagner, secretary, assisted students during the summer with records and reports at the University of Massachusetts. Ms. Goldstein divided her time between GTP planning and work with the RIC Project.

Generic Teacher Program

Personnel:

Madeline Bragar, Director

Salvatore Tagliareni, Director

Jim Laverty, Intern

Bill Lefferts, Intern

Jeanne Martinez, Intern

Caryn Neuwirth, Intern

Kathleen Perry, Intern

Susan Leibowitz, Intern

Carol Lohmeyer, Intern

Stephen Maxner, Intern

David O'Connor, Intern

Leroy Woods, Intern

Major Activities:

Pilot project in Greenfield High School, Kate Perry, Sue Leibowitz, Caryn Neuwirth, Leroy Woods, David O'Connor and Salvatore Tagliareni

Pilot project in Easthampton High School, Carole Lohmeyer, Jeanne Martinez, William Lefferts, James Laverty and Madeline Bragar

Practicum Greenfield High School, Leroy Woods and Salvatore Tagliareni

Practicum Easthampton High School, Carole Lohmeyer and Madeline Bragar

Practicum Holyoke High School, Sue Leibowitz, Jeanne Martinez, Madleine Bragar and Salvatore Tagliareni

Practicum West Springfield High School Alternative Program, James Laverty and Madeline Bragar

Practicum Hampden County House of Correction, William Lefferts and Madeline Bragar

M.S. in Special Education, University of Massachusetts, Linda Foley, Melanie Goldstein, Nancy Wagner, R.D. Jackson, John Williams, Madleine Bragar, Salvatore Tagliareni, Paul Cohen, Leah Hutten, Roger Frant

Conferences/Workshops Sponsored:

Fall-Easthampton Inservice Day, Carole Lohmeyer, James Laverty, Jeanne Martinez, William Lefferts, Madeline Bragar, Salvatore Tagliareni

Fall-Greenfield Inservice Day, Caryn Neuwirth, Kathleen Perry, Susan Leibowitz, Leroy Woods, David O'Connor and Salvatore Tagliareni

Winter-Greenfield Inservice Day, Madeline Bragar and Salvatore Tagliareni

Fall and Winter:

Course "766 Obstacle or Opportunity for Change", Greenfield and Easthampton faculties

Holyoke High School Emotionally Disturbed Program two day retreat, Susan Leibowitz, Jeanne Martinez, Madeline Bragar, Salvatore Tagliareni and Roger Frant

Northeast Workshop, Administrators and teachers on gereric teacher concept, Salvatore Tagliareni, Madeline Bragar

Springfield Regional Conference, Madeline Bragar and Salvatore Tagliareni

Pittsfield Regional Conference, Salvatore Tagliareni, Madeline Bragar, Susan Leibowitz and Jeanne Martinez

Southwick High and Junior High Inservice Day, Salvatore Tagliareni and Madeline Bragar

Hadley Junior High and Senior High faculty inservice day, Salvatore Tagliareni and Madeline Bragar

Andover High School, Madeline Bragar and Salvatore Tagliareni

Spring:

Easthampton High School, Carole Lohmeyer, Roger Frant, Madeline Bragar and Salvatore Tagliareni

Boxboro Statewide Conference, Salvatore Tagliareni

Franklin Vocational Technical High School, Madeline Bragar

Ongoing Inhouse Teacher Courses, all interns

Persons Served:

	Direct	Indirect
9/1/76-12/28/76		
Students	62 hours	750 hours
Adult School Personnel	88 hours	132 hours
1/2/77-3/1/77		
Students	392 hours	758 hours
Adult School Personnel	690 hours	140 hours
3/1/77-5/30/77		
Students	446 hours	830 hours
Adult School Personnel	580 hours	235 hours

Documents:

Generic Teacher Quarterly Report, Melanie Goldstein, Madeline Bragar, Salvatore Tagliareni

Generic Teacher Overview, Melanie Goldstein, Madeline Bragar Salvatore Tagliareni

Inservice format, Preparation, Delivery and Evaluation, Melanie Goldstein, Madeline Bragar, Salvatore Tagliareni

REGIONAL INTERVENTION CENTER (RIC) PROJECT

The RIC Project was directed by Mr. Cohen and staffed by Lewis Breitner, Miguel Contreras, Steve Jefferson, Ruth Noymer, Jose Garcia de Trejo, and Fran Welson. Most of the staff worked in Greenfield with the court, Franklin County House of Correction, an alternative school for special needs youth, parents of special needs youth, and the LEA. The Project also worked with the four western Massachsuetts CHC's for Hampden, Hampshire, Franklin, and Berkshire Counties; Spanish-speaking inmates in Hampden County House of Correction; special needs bi-lingual youth in Holyoke; and developed a program for acting-out youth with the Chicopee High School. It also provided educational and psychological assessments for inmates in Hampden County House of Correction.

RIC was designed to demonstrate the viability of a model program which collaborates with the courts, the public school system, youth, parents, human service agencies, and institutions which provide services to court-adjudicated youth. RIC intended to provide comprehensive services to Hampden and Hampshire Counties. The staff was unable to meet the needs of such a large and diverse set of communities as was represented in these two large counties. As a result, RIC chose to focus on a single community, Greenfield.

The Project successfully brought together the four CHC's in discussions and strategy planning to solve mutual problems and share ideas, resources, and materials. A strong parents support group was developed at Natural High, the alternative high school for special needs youth in Greenfield.

The Project gave some clearer direction to special needs youth in three secondary schools. Between 40 and 50 Spanish-speaking inmates received educational services from the Project. The Project provided technical assistance to the Hampden County House of Correction educational program and also completed approximately 25 educational assessments for inmates. The Project was successful in introducing and providing technical assistance to develop an educational program for inmates at the Franklin County House of Correction.

During the fourth quarter, Dr. Breitner and Ms. Welson completed activities initiated in the Greenfield and Chicopee school systems. Both of their contracts ended in June. Mr. Trejo was replaced by Mr. Contreras, who continued to work with 15 to 20 Spanish-speaking inmates. Mr. Cohen, Ms. Noymer, and Mr. Jefferson participated in the Framingham Conference and helped design the Delphi questionnaire and follow-up conference for September.

Ms. Noymer contined to work with the four western Massachusetts CHC consortium that she helped initiate. She also worked with the Sheriff and staff to initiate an educational program within the Franklin County House of Correction. Because of her and Mr. Jefferson's efforts, an

an educational program exists within this facility for the first time. Mr. Jefferson continued to work with the Greenfield Public Schools and has been involved in planning a program there for next year.

Mr. Cohen was involved in planning services for DYS youth in secure and treatment facilities. He conducted a national survey on educational needs and services for court-adjudicated youth similar to those in DYS.

This Project terminated August 31, 1977.

Regional Intervention Center

Personnel:

Lewis Breitner, Parent Intervention Coordinator

Paul Cohen, Director

Miguel Contreras, Coordinator, Hispanic Inmate Program

Jose Garcia de Trejo, Program Coordinator, Hispanic Inmate Program

Melanie Goldstein, Administrative Assistant

Steve Jefferson, School Intervention Coordinator

Ruth Noymer, Youth Intervention Coordinator

Fran Welson, Parent Intervention Coordinator

Major Activities:

Provided parents with support services for youth at Natural High, Greenfield

Planning and implementing an educational collaborative for the four county houses of correction in Western Massachusetts

Serving 40 bilingual inmates educationally at the Hampden County Jail

Conducted 25 educational assessments at Hampden County House of Correction

Worked with Franklin Juvenile Court, Greenfield in placement of youth

Assisted DYS in educational placement by helping LEAA write educational plans

Designed pilot program for pre-delinquent youth in Chicopee

Presentation at the Massachusetts Association for Children with Learning Disabilities Annual Meetings on the RIC model and strategies for helping secondary school age youth with delinquent and emotional problems

Sponsored workshop on Chapter 766 at the Hampden County House of Correction

Worked closely with the Franklin County Juvenile Probation Office in an attempt to break recidivism among commited youth

Worked with Spanish speaking youth and parents in Holyoke

Coordinated liaison activities between correctional and DYS facilities with school systems on behalf of specific youth

Worked with secondary school staff and special needs youth

Helped to develop appropriate educational programs within the school system

Conducted four workshops for teachers and two workshops for parents in Greenfield

Several mini-workshops were sponsored on the "how-to" of a core evaluation with teachers and parents

Designed and implemented teacher/student training program in Greenfield

Provided technical assistance to the Hampden and Franklin County Houses of Correction

Worked with numerous agencies and programs in western Massachusetts in placement of youth and/or modification of educational program, i.e. Emergency Shelter, Holyoke Street School, King Phillip, Hampshire College Program, Upward Bound, juvenile justice program at University of Massachusetts, etc.

Design more effective mechanisms for using existing educational resources

Acted as advocates for youth in schools and jails

Documents:

First, Second and Third Quarterly Reports

Persons Served:

County House of Correction Personnel	30
CHC Inmates	65
Junior High School Dropouts	85
Juvenile Court Referrals	15
Teachers	45

Counselors	10
School Administrators	25
Parents	200
Spanish Speaking Inmates	40
Spanish Speaking Youth	20
Special Needs Youth in School	250
DYS Youth	70
Other Human Service Agency Personnel	115

CHAPTER III

DIRECTOR'S CONCLUSION

This Project has been an advocate for youth who have historically been denied equal educational opportunities. Although the Project is aware of the serious need for reform of jails and prisons, it is also critical of the culture of the secondary schools. There are no villains. The responsibility for the inhuman conditions of correctional facilities and the rigidity and lack of tolerance for differences in youth in public schools exists. At present, there is no commitment to reform, modify or change the system of incarcerating youth in facilities that fail to deter crime or provide options which enhance the success of youth who have become incarcerated.

This Project has created some model programs for youth in the criminal justice system and secondary public schools. It has affected the lives of many youth and facilitated new opportunities for needed services. It has been instrumental in bringing together human service agencies and the public to better coordinate services for incarcerated youth. Finally, the Project has successfully implemented a training program for special educators to work more effectively with secondary school age youth.

Although this Project will not be re-funded next year, it has been instrumental in developing two new federally funded programs for FY 78. Project CORE designed programs to serve youth in county houses of correction, Department of Corrections and DYS secure and treatment facilities. Nearly thirty new positions will be funded for persons working with 766 youth in these correctional facilities. Secondly, a statewide project to serve secondary schools will be funded for next year. This project will include the development of two model school programs.

In summary, it is urged that the recommendations be heeded by all who will serve secondary school age youth. We hope this Project has left a strong foundation from which to build new and improved programs for secondary school age youth. A group of twenty-five people are more aware of the issues and practices needed to effect change in the lives of youth. Most importantly, they have a strong belief that positive change has, can and will occur.

CHAPTER IV

IMPACT OF THE PROJECT

The following statements on the impact of the project were gleaned from interviews with staff members. They are broken down into the following sections: Generic Teacher Program; Schools; Services to School Youth, Parents, and Personnel; Inmates/Corrections; Program Implementation; and Systems and Organizations;

Generic Teacher Program

A. Trained Generic teachers for secondary schools.

B. Created generic teacher position in a few local school systems.

C. Provided new skills and experiences for interns who were able to better serve youth and school personnel in their practicums and field site placements.

D. Generated a lot of interest about the generic teacher program in many school systems

E. Demonstrated the viability of the generic teacher model.

F. Demonstrated cost-effectiveness and built-in accountability system of the generic teacher model.

G. Developed the generic teacher program into a viable model for serving secondary special needs youth.

H. Prepared the groundwork for future developments in the area of generic training and services to court-adjudicated youth.

Schools

A. Changed a school system's approach to secondary school age youth by assisting teachers with alternative classroom instruction modalities, designing and implementing intervention systems to serve all youth, modifying instructional materials for special needs youth, and promoting greater tolerance for deviant behavior.

B. Promoted a change process in the culture of secondary schools.

C. Gave support to teachers to try innovative ideas in their classrooms

D. Provided emotional support and positive reinforcement to a lot of personnel in schools and agencies.

E. Increased schools' awareness that there is a critical need to provide better and more comprehensive educational services to all youth.

F. Advanced the notion that tolerance or acceptance of deviancy within schools is critical

Services to School Youth, Personnel and Parents

A. Helped some problem youth in Chicopee feel more cared for by pushing for core evaluations and initiating an alternative program for them.

B. Educational and counseling services rendered to many special needs youth in and out of school

C. Helped many parents understand the core process, Chapter 766, and appropriately advocating for their children

D. Helped regular and special needs students communicate more effectively with one another

E. Gave youth an outlet to discuss their views of school, educational programs and themselves.

F. Successfully counseled many youth to make decisions for themselves.

G. Changed some kid's lives through skill building, new experiences, improved self-concept.

H. Assisted parents to become a viable, functioning group at an alternative school for special needs youth.

Inmates/Corrections

A. Created viable models for serving incarcerated youth.

B. Conducted educational assessments on inmate populations.

C. Focused attention on the special educational needs of Spanish-speaking inmates in western Massachusetts.

D. Designed a process for bringing inmates back into the public schools.

E. Facilitated core evaluations for Roslindale detainees and inmates from several county houses of correction.

F. Initiated an educational program with a CHC without any prior educational program.

G. Created four county house of correction coordinating committee which will have an impact on services to inmates.

H. Identified the critical need for the creation of alternative programs for court adjudicated youth.

I. Designed a model educational program for DYS secure facilities.

J. Helped to bridge the gap between corrections and public schools by making school personnel more aware of how correctional facilities handle incarcerated youth.

K. Assisted the Division of Special Education in taking a position to serve youth in correctional facilities.

L. Opened the door for new projects to link up with jails, courts and DYS.

M. Worked to improve relationship between DYS and the Department of Education.

N. Developed and implemented Roslindale School Program.

O. Facilitated the writing of grants to serve court-adjudicated youth.

P. Provided technical assistance to Boston Public Schools and DYS Region 6.

Program Implementation

A. Convinced a school system to fund generic teacher position while budget cutbacks were occurring.

B. Assisted students with a 766 Confernece with peers and the writing of a handbook for secondary school age youth.

C. Intervened with appropriate technical assistance to Greenfield Junior High School and Natural High.

D. Implemented inservice program for exposing public schools to correctional facilities and inmates.

E. Developed a self-study guide for youth.

F. Assisted local school systems special education directors in becoming more aware of the needs and programs for secondary school age youth.

G. Provided several agencies with a model for intervening with targeted youth.

H. Raised the consciousness of educators and parents to the value of Chapter 766 and P.L. 94-142.

I. Developed a handbook on guidelines and procedures for DYS core evaluations.

J. Demonstrated the appropriate use of alternative education programs in school systems

K. Demonstrated viable alternatives for inmates and troubled youth to communities, human service agencies and public agencies.

L. Served as a catalyst for greater involvement of communities and agencies with youth in correctional facilities.

Systems and Organizations

A. Opened door to providing services to unserved youth.

B. Developed model programs that can become paradigms for future programs.

C. Developed awareness of proposed high school requirements' impact on all students.

D. Became spokespersons for a group of individuals who were receiving few, if any, services.

E. Affected the way organizations think about incarcerated youth.

F. Helped many people realize the high price we pay for not serving marginal youth.

G. Increased communications between human service agencies

and public schools by bringing together personnel from both agencies to discuss common problems.

H. Created a solid foundation for state-wide projects serving secondary schools and the unserved populations in correctional facilities.

CHAPTER V

RECOMMENDATIONS

The following recommendations were made by staff members during the final interview. The categories of recommendations are as follows: Generic Teacher Program; Schools; Inmates/ Corrections; and Program Implementation.

Generic Teacher Program

A. The degree to which interns participate in decision making in the training program should be determined before actual intern involvement.

B. The eclectic approach to training generic teachers is critical.

C. Interns should continue to be able to decide not to do a thesis and to take extra courses instead.

D. Interns should continue to work in pairs at practicum sites in order to support each other.

E. The generic teacher program should include a full course each semester on emotional and mental retardation.

F. The course on consultation and interpersonal dynamics should last for a year rather than a semester.

G. Teachers in the generic teacher program should be able to act as models for interns.

H. Staff members should make decisions together.

I. The generic teacher program cannot be a quality program if it does not hire full time, field-based instructors.

J. The effectiveness of the generic teacher model should be publicized throughout the state.

K. Courses should reflect issues interns encounter in their field work.

L. Interns should attend more workshops and conferences and receive academic credit for this.

M. Interns should conduct more workshops.

N. The training program should last one and a half to two years.

O. There should be an urban practicum site.

P. School systems and faculty must support the placement of interns.

Q. High quality faculty are critical to the success of interns.

R. Interns should be responsible for a specific service or product for an institution such as a video tape or training packet.

S. The training program should include a course in mental health and issues of deviancy.

T. Methods courses in special education should be offered both semesters.

Schools and Other Agencies

A. A documentary film should be developed to accompany Wavelengths.

B. In order to serve unserved youth, agencies must collaborate and exchange information and ideas.

C. Teachers should receive inservice training on how the courts function and their impact on students.

D. Educators and law enforcement personnel should work together on serving court-adjudicated youth.

E. People from the community, judges, parole officers, teachers, and parents should meet for dicusssions about youth.

F. The public should be educated about court-adjudicated youth.

G. School systems should not use Chapter 766 to put away students they cannot handle.

H. The Project should send out a monthly newsletter to LEA's and other agencies.

I. There should be more contact between schools and correctional facilities.

J. Teacher training programs should require trainees to visit prisons and study corrections.

K. LEA's should be required to develop programs for court-adjudicated youth.

L. Transitional community based programs for prisoners should be developed.

M. Vocational schools and correctional facilities should work together.

Inmates/Corrections

A. Before an educational liaison is placed in a county house of correction, the facility should explicitly demonstrate its committment to supporting such a position.

B. The educational liaison should understand the services available to inmates eligible for services under Chapter 766.

C. LEA's should provide a listing of educational programs and alternatives for inmates on educational release or ex-inmates to the CHC.

D. A study should be made of the feasibility of inmates' returning to their old schools, and the effects of the perceptions of school personnel on the successful reintegration of inmates into schools.

E. Educational liaisons should not under estimate the effects of incarceration. Although inmates may seem motivated within the facility, this is seldom a reliable indicator of how well they will re-enter their community.

F. Better definitions should be developed of court-adjudicated youth.

G. A mechanism for core evaluating DYS youth before they become institutionalized should be developed.

H. Chapter 766 should be amended to include inmates in county houses of correction and in the Department of Corrections.

Program Implementation

A. Projects should be funded for more than one year.

B. The organizational structure of federally funded projects should have clearer guidelines and lines of authority.

C. Staff members should participate in joint decision making.

D. The organizational structure should be less hierarchical.

E. Projects cannot reach their full potential without an emotional and financial commitment from all responsible parties.

F. Goals and internal structure could be more clearly defined.

G. Skills of the staff could be used better.

H. Projects should be closely linked with the regional offices.

I. Money issues should be resolved prior to implementing a project.

J. Projects must have a sound institutional base and support from the regional office.

K. Job descriptions should be clear.

L. Youth should be involved in the planning of the Project

M. The physical working conditions should be improved.

CHAPTER VI

SUCCESS STORIES

The following accounts were related to the director by staff members in their exit interviews.

In a practicum site, an intern developed an afternoon program for special needs students with a community agency. This agency worked with youth with drug-related problems and provided crisis-intervention counseling. The students saw slides and movies and heard speakers. As a result, they were able to come to a better understanding of themselves and others.

The communication among the four county houses of correction in western Massachusetts was sporadic. Through the efforts of a staff person and intern, a mechanism for sharing resources and materials was developed for the first time for these CHC's.

Several staff people acquired new skills, learned how to interact with many different kinds of people, developed political skills and became more aware personally.

A staff person introduced the Project to one urban area using a top-down approach. This introduction began at the com-

munity superintendent level and moved down to individual school principals within each district. This provided the underpinnings for successful implementation of the Project.

No 766 regulations existed regarding inmates in county houses of correction. A staff member wrote a comprehensive set of regulations and submitted them to the Division of Special Education.

Interns in an urban school system successfully pulled together the special education director, school committee members and personnel from a secondary school. This resulted in better coordination of services to special needs youth. It also opened up the system to receive assistance. The school became more receptive to the idea of mainstreaming and decided not to segregate special education students in separate classes.

A secretary who took on additional responsibilities in the Project was promoted to administrative assistant. In addition to assuming accounting responsibilities, she made site visites and represented the Project in the field. She explained that she grew from this experience, made contact with people, and learned new skills.

Staff members met with two school systems very late in the summer to arrange training sites for interns. Even though

these meetings were held at the last minute, they were successful and provided the program with a strong foundation.

One of the Educational Liaison Coordinators worked with Frank, an inmate with epilepsy. This experience helped the Educational Liaison understand something new about the effects of incarceration on people. Frank used his illness to manipulate hospital personnel so that he could come and go from the infirmary as he pleased. Although on the outside this kind of manipulative behavior might be seen as self-destructive and "sick", it made sense within the prison; this elaborate strategy gave Frank the basic freedom to move about as he chose.

An intern in DYS facilitated eleven core evaluations. Because of the intern's efforts, DYS worked together with the school systems to devise the best possible educational plan for the students, regardless of cost.

An inservice course on Chapter 766 and Public Law 94-142 was offered as an elective to secondary teachers in two school systems. Although the teachers resisted the course at first, they soon began to open up to the ideas presented. The trainers eventually were able to observe the teachers change their behavior and develop new skills.

In one secondary school, special needs students were required to receive daily tutoring in reading with no academic credit. The students hated this policy, but the school resisted changing it. An intern developed a proposal for students to receive credit and a pass/fail grade and submitted it to the superintendent and the school committee. Because of the intern's skill in political manipulations, the school committee eventually approved of the proposal. Students who had resented going to the tutoring viewed it more favorably. The intern felt that her training had helped her devise a strategy for getting her proposal approved. She was able to demonstrate her concern for her students in a concrete and constructive way.

One county house of correction had no educational program for its inmates. Two staff members provided assistance to CHC personnel in developing an educational program. These staff people discovered a project run by ex-prisoners which was interested in serving inmates educationally. They and the representatives of this project met with the Sheriff of the CHC to present their proposal. In closing their presentation the CORE staff people stated that they had secured the volunteer services of the ex-prisoner's group. The Sheriff angrily announced that he had no intention of allowing ex-inmates into his facility. However, when he was informed that the representatives who made the presentation were ex-inmates, he changed his mind and approved of their involvement in the educational program.

A staff person helped Josh, an ex-inmate, return to school. He was core evaluated and became actively involved in further criminal activity during the evaluation. However, through the support and advocacy of the staff person, Josh was able to stay in school and progress satisfactorily.

Two staff members who worked closely together came to respect each other and enjoy working together, even though they had very different styles. They were able to teach together without compromising their ideologies. Their combined, different clincial backgrounds offered clients new opportunities for learning.

Joe was kicked out of school. A staff member placed him in an Upward Bound program, where he did very well.

Bob was successfully mainstreamed into an educational program even though he would not have been able to attend on established criteria.

An intern was able to implement policy changes affecting services to DYS-committed youth. Now local school systems receive progress reports from DYS and procedures have been established for students to receive credit for education at a DYS placement.

Jimmy was a 17 year old youth with no family and a long history of institutionalization. He was violent towards others and destroying property in his institution, so it expelled him. Because of his age, no agency would take responsibility for him. A staff person persuaded a state-level interagency team which occasionally handles such cases, to find a placement for Jimmy.

In one high school, there was a group of fifteen students who had been involved with the courts. They rarely came to school, and when they did, they were destructive and violent. Staff members who counseled them discovered that they resented school and felt it did not give them what they needed. After this was explained to the youths' teachers, their perceptions changed. They were able to interact with them more effectively and the students modified their behavior.

Nancy comes from a difficult home situation. Her parents are both alcoholics and her brother has a reputation in school for being a trouble-maker. She was labelled by her teachers and her peers on the basis of his reputation. A staff person developed a support system for Nancy by gathering together a group of young women whom Nancy liked to meet together after school. Teacher's perceptions of Nancy changed and she improved her grades from D's to A's and B's. As a result, she has been able to direct her education where she wants, and will attend a technical high school.

Phil was a student from a racially mixed family with a severe identity problem. He was very volatile and destructive in school. A Project staff person worked with him and persuaded him that the best thing for him to do would be to stop attending school, since it made him so angry. Phil left before he did further harm to himself or others.

Several high school counselors attended workshops about how to deal more effectively with troubled youth. These workshops helped them work more effectively with these youth.

The development of a parent advisory council in a secondary school opened better channels of communication between teachers, parents, and youth.

One staff person introduced inmates to teachers in a school. This one-to-one approach made the teachers more open to working with inmates.

A staff person came to believe in her own power to change things. This discovery helped her feel more confident. It also made her advocacy and intervention work more effective.

A staff member started a parent's group in an alternative secondary school for special needs students. The group

helped the parents begin to communicate more effectively with their children. It also provided support for the parents in advocating for their children.

A school system dealt with acting-out youth punitively by expelling them from school. A staff person supported the special education director in having the youth core evaluated. She designed a program for these youth and provided direct services for a portion of the day. Although previously these youth had been absent a lot, with the implementation of the program, their attendance improved greatly.

A staff person led a self-study workshop at a CHC. She saw inmates break down their rough exteriors to smile and admit their shyness and pain. During the workshop, some inmates were able to cry together.

Staff people co-directed a workshop on putting out a publication for high school students involved in writing a handbook on Chapter 766 for students. The staff people were pleased to share their skills with others who could use them on an exciting project.

A staff person taught his clients how to juggle. Because of this innovative program, the students were able to improve their relationships with their peers and feel a sense of mastery. Juggling increased their psycho-motor control and their self-confidence. The program demonstrated

that juggling could be an enjoyable part of a non-competitive physical education program.

Alice, a student with serious skill deficiencies, was a con-artist. She blamed teachers for not understanding her. After an intern held several counseling sessions with Alice, she acknowledged her manipulations and began to work harder in school.

An administrative assistant felt gratified to work on documenting a project which she felt was worth replicating.

Many parents became more informed about 766, the core process, and how to monitor the educational plans of their children.

Staff people intervened in court for two youth who had committed crimes. They prevented them from being sentenced by having an administrator speak to the judge. The youth are now doing satisfactory work in school.

Jack was a potential drop-out from regular high school. A staff member intervened, and he was placed in a technical school.

A group of interns videotaped a mock core evaluation. The task helped the interns gain skills in audio-visual production. It also helped them understand the roles of all the people involved in a core evaluation. The videotape

is now available for distribution to school systems.

A woman administrator felt the Project was flexible enough to allow her to use many old skills and learn new ones, in contrast to her previous experiences of unemployment. She did not have to compromise her commitment to changing institutions to fit people's needs, but felt that this was part of the Project's goals.

Frank seemed determined not to graduate. However, upon investigation, it became apparent that Frank's teachers were not meeting his needs. After several meetings with Frank's parents and teachers, he began to like school more and graduated in June.

A staff member was able to make a school system recognize an incompetent administrator.

As a member of a task force on high school competency requirements, a staff person was able to push people to recognize students' needs.

In one CHC, human service personnel were skeptical of programs which placed inmates in the community. The success of the educational liaison gave them more faith in these programs. The Project helped establish communication between the CHC and public schools.

Educational assessments were given to 20-25 inmates in one county house of correction. As a result, the educational program in the facility was improved.

Through the combined efforts of several staff members, a judge referred a caseload of twenty junior high school juvenile delinquents to CORE staff. The judge acknowledged the connection between the courts and schools, and gave the Project staff responsibility for the youth.

Staff people intervened with several youth in a high school, who were on probation. They brought service providers and teachers together. As a result of their counseling, the students were less of a discipline problem, and the principal was grateful for the assistance.

As a member of a task force on young women committed to DYS, a staff person was able to make people aware of the lack of services for these youth and begin the process of providing them. She learned a lot about the way large human service agencies work or don't work, and about the interaction between their stated goals and actual practices.

An educational liaison in a county house of correction encouraged inmates over 18 to refer themselves for core evaluations. She would help them specify the kind of educational plan they wanted, which helped the school provide the services they needed. As a result, inmates trusted the system more.

An educational program in a CHC received the support of the top administrator in the CHC. The inmates began to talk with each other about personal issues and encouraged each other. This created a positive learning environment within the institution.

An intern in one school felt that a teacher's teaching style was creating problems for students. The intern requested permission to observe the teacher's classroom, and approached the teacher with recommendations. Although at first the teacher was defensive and blamed the students, he began to implement the intern's recommendations. The classroom environment noticeably changed as a result.

A staff member gained a better understanding of the roots of delinquency. She learned to see through inmates' cons, and understand their motivations better. Her expectations of what they would do when released became more realistic.

An inmate gave a presentation to a class of fourth graders in a suburban school system. These fourth graders were forced to deal with the TV stereotypes of a "criminal." The children's essays about their impressions of the inmate are as follows:

"I learned a lot. I didn't think Jail was as nice. I hoep I never grow up and do something bad. I like the way they switch you from one building to another one. I

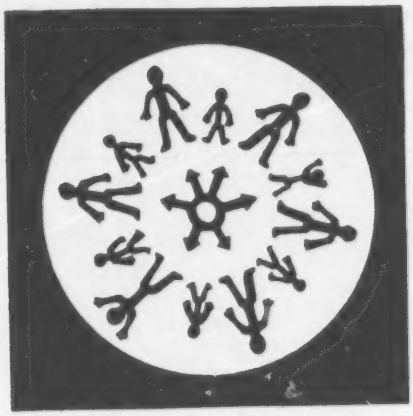
learned a lot from the questions and the slides."

"I learned that the place you stay at is not as crewl as I thought. It is not so bad if you look at it on the bright side if there realy is one."

"I learned that Joe is not like someone I'd imagine that was put in jail. He is just like any other person I know. And I enjoyed Joes vist to Parker School. Joe is nice."

Capsulization of
Third Party Evaluation

Project CORE



Prepared by:

Roland Goddu, Director
Carolyn L. Sweetser, Associate Director

New England Program in Teacher Education
Pettee Brook Offices, Durham, N. H.

September 16, 1977

INTRODUCTION

Project CORE is a multi-faceted program designed to assist youth (17-22) in difficulty with the law by providing both direct and indirect service to them. Further, it is charged with developing awareness at all levels of the population with assistance being given through and with human service agencies at the state, county, regional, and local level.

The purpose of this evaluation is to assess the impact of the component units of Project CORE when possible as it relates to service provided and the targeted population. Data was collected and reviewed; on-site visits made where feasible; interviews conducted with project coordinators, and interviews conducted with significant others involved with the project.

Each component has been dealt with separately and components that will remain intact during the upcoming year include recommendations.

Administrative Component

Summary

The role of the administrative component of Project CORE was one of multiple involvements more often than not at the upper administrative and developmental planning level of a large number of state agencies concerned with youth in trouble with the law. This type of involvement leads itself to awareness building an impact in the future. Being developmental in nature, significant programmatic risks are taken which will not be ready for validation immediately but rather years hence. An example would be the involvement with the Division of Youth Services - input has been made to a variety of people and committees, contacts have been established, information has been shared and people have been linked. Only in the future will these efforts come to fruition, mainly because these efforts are not only attitudinal, but also somewhat subtle. Thus, it may never be possible to measure, identify or even recognize the impact this project component had on its targeted audiences.

* * * *

In addition to the major components, two additional programs were monitored by the Administrative Component:

The Generic Teacher Program carried out through the University of Massachusetts, Amherst, has been one of the most successful programs of Project CORE. This unit is a master's level training program for experienced teachers at the secondary level structured around both an academic and internship experience. Emphasis is placed upon providing both direct and indirect service to troubled youth and those in difficulty with the law; in-service training for staff members at the secondary school level and programmatic assistance to administrators and others in meeting the unique needs of the target population.

A number of generic programs are presently being sponsored by colleges and thusly, the University of Massachusetts has assumed the responsibility of monitoring and carrying out this program.

WAVELENGTHS, a curriculum guide for troubled youth, is considered by many to be the most significant publication to date of Project CORE. The guide is designed for youth aged 16-22 and can be used independently, in a small group, and with or without trained leadership. Its primary goal is clarification and identification of values and problems through a variety of developmental and exploratory activities.

Several workshops on the use of Wavelengths have been conducted by the author and more are scheduled for the fall. This document can be used not only by schools but by any agency dealing with youth.

Summary

Project CORE-Billerica has been a very effective program. It has successfully met the goals of the project as envisioned by its creators. Most of this can be attributed to both project and prison staff. Not all cases worked with had successful endings but that is not necessarily a measure of project outcomes.

In-service education of prison staff is considered an ongoing and integral part of the program efforts of the project, thus providing an easily accessible platform for forumulating discussions and developmental activities.

Recommendations

1. Increase meaningful contacts with school systems and other agencies, including follow-up of those previously contacted.
2. Document activities in a way that clearly identifies what the outcome of the activity or event was.
3. Increase the number of Core Evaluations provided to inmates.
4. Follow through (up) on placement of youth at Shawsheen Vocational School.
5. Document more clearly contacts with youth presently placed in programs.
6. Provide additional support to schools accepting paroled or released youth by assisting them in their in-service programs for teachers.

Deer Island House of Correction Component

Summary

This component of the project was one of the more difficult to operate due mainly to the size, scope and problems found in the Boston school system and other agencies. Interviews with those who have had significant involvement with the Deer Island component support the statement that while short term outcomes were few, the long term impact is beginning to be seen in the form of formal interaction being carried out between and among personnel from the Boston Public Schools, the Division of Youth Services, and the Penal Department of Boston.

Many of the difficulties encountered by the project are directly attributed to the general overall lack of adequate programs for 766 students at the secondary level and most especially the 17-22 year old wishing to re-enter school. None of the issues raised by this component can be easily solved. It will require the continued long term efforts of many.

Recommendations

1. Continue efforts to facilitate communication liaison between Boston Public Schools and other agencies.
2. Further involves district secondary schools in developmental planning activities regarding incarcerated youth.
3. Assist secondary schools in the development and implementation of alternative programs for returning out of school youth.
4. Develop a procedure whereby a secondary school can work more closely with prison officials during the pre-release period of incarcerated youth they will serve.
5. Provide whatever assistance possible to Deer Island to aide them in securing sufficient dollars to operate an institutional education program.

Summary

The RIC was designed as an intervenor for troubled special needs youth and as such, to give impetus to secondary schools in the development of appropriate educational options for these youth. While success can be termed as minimal, it should further be stated that as with most developmental activities, long term impact is difficult if not impossible to assess.

The RIC as conceptualized required much more time for awareness building than was thought or was available. Further, awareness building is not a one way street and the lack of awareness activities for RIC staff members as they related to jails, schools, and communities in general made the task of program implementation difficult at best.

While not all phases of the RIC program reached fruition, it should be noted that programs activated by the RIC will continue both in the Chicopee and Greenfield School Systems.

Worcester Public Schools Component

Summary

It appears that the Project component in operation in Worcester has been most successful in meeting the needs of a number of troubled youth. Needless to say, not all in need of service are receiving it. Service is being provided to those youth who have been accepting of the offer of assistance. Those youth who tend to rebel against the offer of help are followed up and an accounting of both positive and regative contacts is maintained.

Staff relationships between project personnel and others in the Special Education Department were positive. This was evident in the support offered by both the Director of Pupil Personnel Services and the Director of Special Education. It is apparent that projects desiring access to schools should be made a part of the school system. The support offered by Central certainly contributed to the field success found by the evaluator.

Recommendations

1. That developmental activities expand to involve more people in the "service provider" role.
2. The involvement of the Vocational High Schools needs to be expanded beyond the awareness stage.
3. Although involvement of the Worcester County House of Correction will be difficult, it should be pursued in an attempt to provide incarcerated youth with the tools necessary to re-enter society. This would allow for more follow-up activities which could be of help to the community as a whole.

In conclusion, Project CORE provided significant positive services and programs for youth in difficulty with the law. Even though the projected number of youth to be served was not met, a sufficient number did benefit. The project overall was cost effective and began the long slow process of awareness building.

It can fairly be stated that Project CORE conceptually was ahead of its time. More targeted time needed to be spent on awareness building at all levels of the project. Support of project activities was greatest at the upper levels of the agencies participating. While this realization was difficult for some project personnel to accept, it should be construed as a tribute to those who were able to generate positive movement and lay the ground work for change. The problems encountered by this unserved population have been made visible by the project; thus, programs can be developed and maintained that will affect the future of untold youth.

APPENDIX II

LIST OF PUBLICATIONS, REPORTS, AND

AUDIO-VISUAL MATERIALS

Middlesex County House of Correction at Billerica Project

Brochure explaining the Middlesex Project

RFP for County Houses of Correction

Guide for secondary school teachers for developing better interpersonal relationships with their students

Suffolk County House of Correction at Deer Island Project

Memo on Chapter 766 regulation changes to Associate Commissioner Robert Audette

Request for Proposals, State/County Prison unserved populations

Final Report, Deer Island Project

Project CORE Administrative Project

Project CORE Administrative Report for First, Second and Third Quarters

Planning Process: Guidelines and Procedures for DYS Core Evaluations

Proceedings of the 1976 Conference on Education and Criminal Justice

Final Report

RFP for CHC's and Department of Corrections

RFP for DYS Secure [illegible] Treatment Facilities

Proceedings of the Br[illegible]nstorming Session of Court-Adjudicated Youth

Proposed 766 Regulations Changes for Incarcerated Youth

Wavelengths, Self-Study Guide

First, Second and Third Quarterly Reports

Wavelengths, a Self-Study Guide for Incarcerated Youth

Generic Teacher Program

Generic Teacher Quarterly Report

Generic Teacher Overview

Inservice format, preparation, delivery and evaluation

Regional Intervention Center (RIC) Project

First, Second and Third Quarterly Reports

APPENDIX III

LISTING OF PERSONNEL

Middlesex County House of Correction at Billerica Project

Paulette Cherniack, Educational Liaison Coordinator

Suffolk County House of Correction at Deer Island Project

Andy Bader, Educational Liaison Coordinator

CORE Administrative Project

Amy Hoffman, Secretary/Editor
Diane Jacobs, Doctoral Student Intern
Lois West, Administrative Assistant
John M. Williams, Director

Wavelengths, Self Study Guide Project

Lochie B. Christopher, Coordinator

Generic Teacher Program

Madeline Bragar, Director
Salvatore Tagliareni, Director
Jim Laverty, Intern
Bill Lefferts, Intern
Jeanne Martinez, Intern
Caryn Neuwirth, Intern
Kathleen Perry, Intern
Susan Leibowitz, Intern
Carol Lohmeyer, Intern
Stephen Maxner, Intern
David O'Connor, Intern
Leroy Woods, Intern
Nancy Wagner, Secretary

Regional Intervention Center Project

Lewis Breitner, Parent Intervention Coordinator
Paul Cohen, Director
Miguel Contreras, Coordinator, Hispanic Inmate Program
Jose Garcia de Trejo, Program Coordinator, Hispanic Inmate Program
Melanie Goldstein, Administrative Assistant
Steve Jefferson, School Intervention Coordinator
Ruth Noymer, Youth Intervention Coordinator
Fran Welson, Parent Intervention Coordinator